

# About The New England Common Assessment Program

This report highlights results from the Fall 2009 Beginning of Grade New England Common Assessment Program (NECAP) tests.

The NECAP tests are administered to students in New Hampshire, Rhode Island, Vermont, and now Maine as part of each state's statewide assessment program.

NECAP test results are used primarily for school improvement and accountability.

Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. This year's writing test is a pilot designed to field-test new material, therefore no score reports will be produced this year for writing. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade – in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiple-



choice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.



## Fall 2009 Beginning of Grade 7 NECAP Tests

**Grade 7 Students in 2009-2010**

## School Results

**School:** Windham Middle School

**District:** RSU 14

**Code:** 3162-1437



# Fall 2009 - Beginning of Grade 7 NECAP Tests

## Grade 7 Students in 2009-2010

### Grade Level Summary Report

School: Windham Middle School  
 District: RSU 14  
 State: Maine  
 Code: 3162-1437

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2008-09 school year, first year LEP students, students who withdrew from the school after October 1, 2009, students who enrolled

in the school after October 1, 2009, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	215			277			14,367			100			100			100		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	209	208		269	268		14,004	14,028		97	97		97	97		97	98	
Students not tested in NECAP																		
State Approved	3	3		4	4		232	212		1	1		1	1		2	1	
Alternate Assessment	3	3		4	4		188	178		1	1		1	1		1	1	
First Year LEP	0	0		0	0		11	0		0	0		0	0		0	0	
Withdrew After October 1	0	0		0	0		0	0		0	0		0	0		0	0	
Enrolled After October 1	0	0		0	0		0	0		0	0		0	0		0	0	
Special Consideration	0	0		0	0		33	34		0	0		0	0		0	0	
Other	3	4		4	5		131	127		1	2		1	2		1	1	

### NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	215	3	3	209	24	11	133	64	42	20	10	5	748	269	12	60	23	4	747	14,004	9	59	23	8	745
MATH	215	3	4	208	39	19	92	44	43	21	34	16	744	268	20	44	19	18	744	14,028	19	41	20	21	742
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.



# Fall 2009 - Beginning of Grade 7 NECAP Tests

## Grade 7 Students in 2009-2010

### Reading Results

School: Windham Middle School  
 District: RSU 14  
 State: Maine  
 Code: 3162-1437

#### Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

#### Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

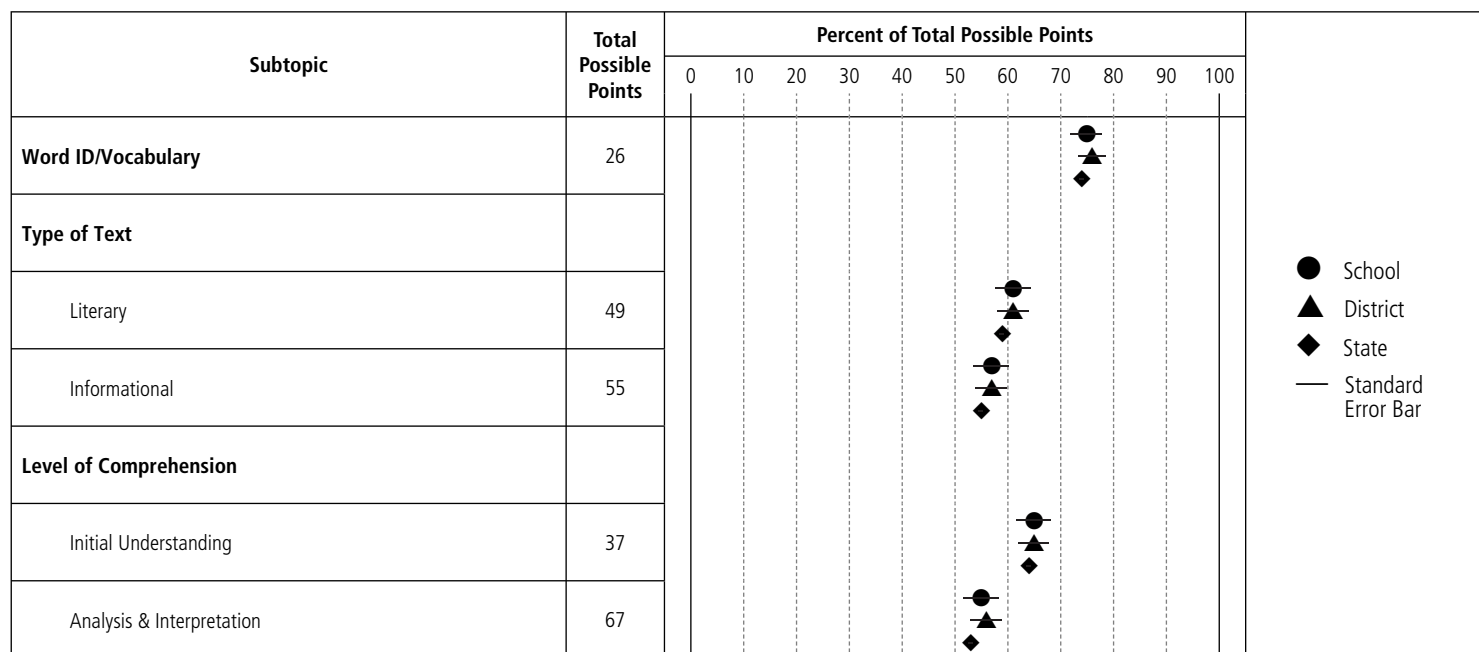
#### Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

#### Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>SCHOOL</b> 2007-08 2008-09 <b>2009-2010</b> Cumulative Total	215	3	3	209	24	11	133	64	42	20	10	5	748
<b>DISTRICT</b> 2007-08 2008-09 <b>2009-2010</b> Cumulative Total	277	4	4	269	33	12	161	60	63	23	12	4	747
<b>STATE</b> 2007-08 2008-09 <b>2009-2010</b> Cumulative Total	14,367	232	131	14,004	1,317	9	8,315	59	3,220	23	1,152	8	745





# Fall 2009 - Beginning of Grade 7 NECAP Tests

## Grade 7 Students in 2009-2010

# Disaggregated Reading Results

School: Windham Middle School  
 District: RSU 14  
 State: Maine  
 Code: 3162-1437

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	215	3	3	209	24	11	133	64	42	20	10	5	748	269	12	60	23	4	747	14,004	9	59	23	8	745
Gender																									
Male	129	2	2	125	10	8	78	62	28	22	9	7	746	148	7	61	25	7	745	7,257	5	57	27	11	743
Female	86	1	1	84	14	17	55	65	14	17	1	1	750	121	19	58	21	2	750	6,747	14	62	18	5	748
Not Reported	0	0	0	0										0						0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	2	0	0	2										2						127	5	48	33	14	740
Asian	1	0	0	1										2						201	17	59	16	7	749
Black or African American	6	0	0	6										7						398	7	45	30	17	741
Hispanic or Latino	3	0	0	3										4						165	6	54	31	9	743
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	203	3	3	197	22	11	127	64	39	20	9	5	748	254	12	61	23	4	747	13,113	9	60	23	8	746
No Primary Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	2	0	0	2										2						288	2	36	39	24	737
Former LEP student - monitoring year 1	0	0	0	0										0						14	21	71	7	0	753
Former LEP student - monitoring year 2	0	0	0	0										0						19	16	84	0	0	753
All Other Students	213	3	3	207	24	12	132	64	41	20	10	5	748	267	12	60	23	4	747	13,683	10	60	23	8	746
IEP																									
Students with an IEP	38	3	2	33	0	0	16	48	12	36	5	15	738	42	0	40	45	14	737	2,187	1	25	41	34	733
All Other Students	177	0	1	176	24	14	117	66	30	17	5	3	749	227	15	63	19	3	749	11,817	11	66	20	4	748
SES																									
Economically Disadvantaged Students	63	2	3	58	0	0	38	66	14	24	6	10	743	72	1	60	31	8	742	5,810	4	53	30	13	742
All Other Students	152	1	0	151	24	16	95	63	28	19	4	3	749	197	16	60	21	3	749	8,194	13	64	18	5	748
Migrant																									
Migrant Students	0	0	0	0										0						2					
All Other Students	215	3	3	209	24	11	133	64	42	20	10	5	748	269	12	60	23	4	747	14,002	9	59	23	8	745
Title I																									
Students Receiving Title I Services	0	0	0	0										0						1,093	5	43	40	12	741
All Other Students	215	3	3	209	24	11	133	64	42	20	10	5	748	269	12	60	23	4	747	12,911	10	61	22	8	746
504 Plan																									
Students with a 504 Plan	0	0	0	0										0						286	6	60	28	6	744
All Other Students	215	3	3	209	24	11	133	64	42	20	10	5	748	269	12	60	23	4	747	13,718	9	59	23	8	745

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2009 - Beginning of Grade 7 NECAP Tests

## Grade 7 Students in 2009-2010

# Mathematics Results

School: Windham Middle School  
 District: RSU 14  
 State: Maine  
 Code: 3162-1437

### Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

### Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

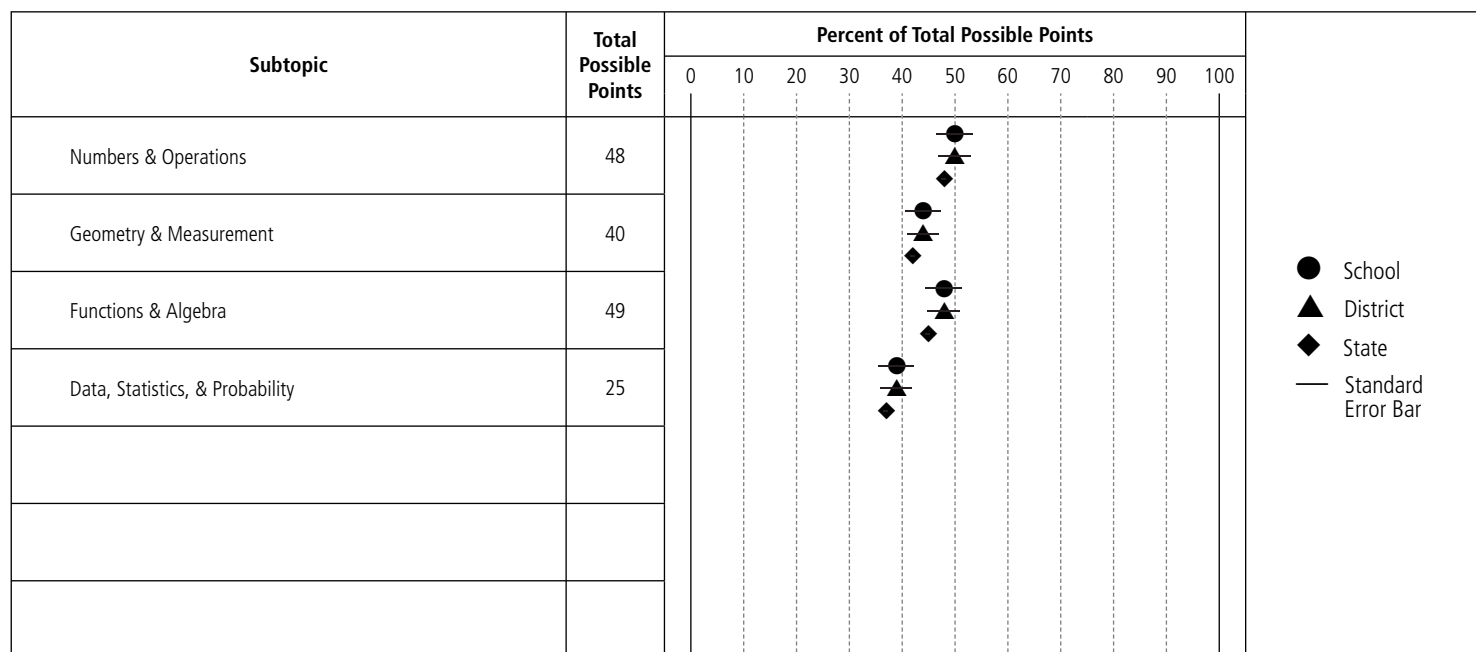
### Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

### Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>SCHOOL</b> 2007-08 2008-09 <b>2009-2010</b> Cumulative Total	215	3	4	208	39	19	92	44	43	21	34	16	744
<b>DISTRICT</b> 2007-08 2008-09 <b>2009-2010</b> Cumulative Total	277	4	5	268	53	20	118	44	50	19	47	18	744
<b>STATE</b> 2007-08 2008-09 <b>2009-2010</b> Cumulative Total	14,367	212	127	14,028	2,602	19	5,719	41	2,820	20	2,887	21	742





# Fall 2009 - Beginning of Grade 7 NECAP Tests

## Grade 7 Students in 2009-2010

# Disaggregated Mathematics Results

School: Windham Middle School  
 District: RSU 14  
 State: Maine  
 Code: 3162-1437

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	215	3	4	208	39	19	92	44	43	21	34	16	744	268	20	44	19	18	744	14,028	19	41	20	21	742
Gender																									
Male	129	2	3	124	29	23	49	40	26	21	20	16	744	147	22	43	19	16	744	7,276	20	41	19	20	742
Female	86	1	1	84	10	12	43	51	17	20	14	17	743	121	17	45	18	20	743	6,752	17	41	21	21	742
Not Reported	0	0	0	0										0						0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	2	0	0	2										2						127	6	38	23	34	738
Asian	1	0	0	1										2						205	32	40	13	15	746
Black or African American	6	0	0	6										7						408	6	28	19	47	735
Hispanic or Latino	3	0	0	3										4						168	11	31	28	30	739
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	203	3	4	196	37	19	88	45	41	21	30	15	744	253	20	45	19	16	744	13,120	19	41	20	20	742
No Primary Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	2	0	0	2										2						307	3	26	22	49	733
Former LEP student - monitoring year 1	0	0	0	0										0						14	36	43	14	7	749
Former LEP student - monitoring year 2	0	0	0	0										0						19	32	53	11	5	748
All Other Students	213	3	4	206	39	19	91	44	43	21	33	16	744	266	20	44	19	17	744	13,688	19	41	20	20	742
IEP																									
Students with an IEP	38	3	2	33	2	6	7	21	8	24	16	48	734	42	5	21	19	55	733	2,198	3	17	20	59	731
All Other Students	177	0	2	175	37	21	85	49	35	20	18	10	745	226	23	48	19	11	746	11,830	21	45	20	13	744
SES																									
Economically Disadvantaged Students	63	2	3	58	3	5	24	41	14	24	17	29	738	72	7	43	19	31	739	5,828	8	37	24	30	738
All Other Students	152	1	1	150	36	24	68	45	29	19	17	11	745	196	24	44	18	13	745	8,200	26	43	17	14	745
Migrant																									
Migrant Students	0	0	0	0										0						2					
All Other Students	215	3	4	208	39	19	92	44	43	21	34	16	744	268	20	44	19	18	744	14,026	19	41	20	21	742
Title I																									
Students Receiving Title I Services	0	0	0	0										0						1,099	5	28	32	35	737
All Other Students	215	3	4	208	39	19	92	44	43	21	34	16	744	268	20	44	19	18	744	12,929	20	42	19	19	743
504 Plan																									
Students with a 504 Plan	0	0	0	0										0						285	19	41	22	18	742
All Other Students	215	3	4	208	39	19	92	44	43	21	34	16	744	268	20	44	19	18	744	13,743	19	41	20	21	742

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.